

New York State Social Studies High School Standards

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STANDARD 2: WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Idea 2.1:

The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Student Performance Indicators:

- Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices.
- Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.
- Analyze historic events from around the world by examining accounts written from different perspectives.
- Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras.
- Analyze changing and competing interpretations of issues, events, and developments throughout world history.

Key Idea 2.2:

Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Student Performance Indicators:

- Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place.
- Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen.
- Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective.
- Explain the importance of analyzing narratives drawn from different times and places to understand historical events.
- Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes.

Key Idea 2.3:

The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:

- Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.
- Explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world.
- Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

Key Idea 2.4:

The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Student Performance Indicators:

- Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation.
- Interpret and analyze documents and artifacts related to significant developments and events in world history.
- Plan and organize historical research projects related to regional or global interdependence.
- Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. (Taken from *National Standards for World History*)

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STANDARD 3: GEOGRAPHY

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global-including the distribution of people, places, and environments over the Earth’s surface.

Key Idea 3.1:

Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Student Performance Indicators:

- Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions.
- Describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities.
- Investigate the characteristics, distribution, and migration of human populations on the Earth’s surface. (Taken from *National Geography Standards*, 1994)
- Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.
- Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface. (Taken from *National Geography Standards*, 1994)
- Explain how technological change affects people, places, and regions.

Key Idea 3.2:

Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Student Performance Indicators:

- Plan, organize, and present geographic research projects.
- Locate and gather geographic information from a variety of primary and secondary sources. (Taken from *National Geography Standards*, 1994)
- Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information.
- Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. (Adapted from *National Geography Standards*, 1994)
- Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.